DOCUMENT RESUME

ED 164 455 SP 013 306

TITLE	Professional Competency Requirements for the Basic Generic Program.
INSTITUTION	Dominican Coll. of San Rafael, Calif.
PUB DATE	78
NOTE	64p.; For related documents, see SP013307 and SP013308
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Child Psychology; *Curriculum Guides; Diagnostic Teaching; Educational Counseling; Educational Strategies; Exceptional Persons; Higher Education; Language Development; Legal Problems; *Performance Based Teacher Education; Practicums; Preservice Education; *Program Descriptions; *Special Education; *Teacher Programs; *Training Objectives

ABSTRACT

A preservice, competency-based teacher education program is presented in this special education program and curriculum guide. Some of the behaviors required by the competencies include: assessing an individual child's learning abilities; working in a variety of educational settings; choosing a curriculum to teach children with different abilities; creating and using "teacher-made" instructional aids; running actual parent conferences; and designing a myriad of theoretical programs, behavioral management approaches, and curriculum interventions. Each competency has a specific goal that must be met before it can be "signed off" by the professor. Specific requirements center around the following eight areas: (1) observation and practicum in special education; (2) psychology of the exceptional child; (3) psychoeducational strategies in special education; (4) language development in special education; (5) curriculum innovation in special education; (6) diagnosis and assessment of learning abilities; (7) legal rights of the handicapped; and (8) counseling and consultation in special education. The program is designed to build from the knowledge level through the skills level to the performance level. Each specific requirement within these broad areas is set forth with specific goals, objectives, and a teacher evaluation form, and each student must meet requirements to be recommended for licensing. (DS)

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ED164455

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NATIONAL INSTITUTE OF EDUCATION

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AN INTRODUCTION...

The Dominican College Special Education Program is a comptency-based program--a "doing" approach to learning. By fulfilling the competencies for each course, you will be doing, in a learning situation, what you will be doing later as a professional.

Some of the kinds of behaviors required by the competencies include: assessing an individual child's learning abilities; working in a variety of educational settings; choosing curriculum to teach children with different abilities; creating and using "teacher-made" instructional aids; running actual parent conferences; and designing a myriad of theoretical programs, behavioral management approaches, and curriculum interventions.

Each competency has a specific goal which must be met before it can be "signed off" by the professor. You may fulfill the competency as it is written or you may create an alternative. You are encouraged to create alternatives and seek acceptance for them from the professor teaching the course.

In general, you will not necessarily be equipped to meet the competencies on the first day of class. That's why you're taking the course. Many professors will teach to the competencies and give a timetable for their completion. Others will facilitate your obtaining the necessary information to complete them. In courses such as Diagnosis and Assessment, or Curriculum, the major project of the semester will pull together everything you will have learned in the course. In all cases, the competencies constitute an overview of what you are expected to get from the course and what work is expected of you.

In some cases, however, you may feel that you already possess professional or academic experience that enables you to fulfill the competencies outside regular course work. This is especially true in the case of transfer candidates who have taken courses elsewhere which are similar to those required here. When this occurs, you may give evidence of your ability by doing the competencies for the course in question under the guidance of a faculty member and thereby receive credit for fulfilling the requirements of the course.

In either case, it is very important that the professor or advisor sign every completed competency sheet, as well as the profile sheet in the front of the competency book, as proof of the acceptability of your work. For utmost efficiency, simply attach the competency sheet to the project which you are turning in as fulfillment of that competency. If the project is acceptable, the professor will return it with the competency sheet signed off. When it is not feasible to do it this way, you may meet with the professor during his/her office hours to bring the competency book up to date.

The competencies in this book are the generic competencies which are required for everyone who is in the program. In addition, depending on whether you choose to specialize in learning handicapped or severely handicapped or both, there are specialist books for each of these areas which must be completed.

PRACTICUMS

The practicum or field placement requirements of the Specialist Credential Programs are an integral aspect of each candidate's training. In order to meet the requirements of Dominican's Special Education Specialist Credential Programs and be recommended for a credential to the State Commission for Teacher Preparation and Licensing, each candidate must complete at least eight practicums with a variety of exceptional individuals while enrolled in the program at Dominican. Seven of the practicums require a minimum of 45 contact hours, and one requires a minimum of 30 hours.

Below is the breakdown of the types of practicum which individuals enrolled in the different specialist credentials program would need:

Learning Handicapped Specialist

1. Self-contained E.H. class
2. Self-contained E.M.R. class
3. Individual E.H. or E.M.R. child
4. Your choice
5. Severely Handicapped individuals
6. Physically Handicapped individuals
7. Communication Handicapped individuals
8. Gifted

Severely Handicapped Specialist

1. T.M.R. individuals
2. Development center individuals
3. Emotionally disturbed or autistic individuals (Two of the above must be done with self-contained classrooms, the third may be done on an individual basis.)
4. Your choice

*5. Learning Handicapped individuals
*6. Physically Handicapped individuals
*7. Communication Handicapped individuals
*8. Gifted

*The majority of these should be done in a group setting whenever possible.

For those students pursuing both specialist credentials, their fourth practicum should be done in the other specialist area, and their student teaching in that area would take the place of the third placement. Individual practicum plans for all students should be discussed and planned with the candidate's advisors.

Candidates who are currently teaching special education classes may use their own classroom for two of the practicums. Arrangements for the other practicums may be made in their own school by exchanging with another teacher for the necessary hours, special practicums on the weekends, and committments to completing practicums in other settings during summer.

Candidates who are currently teaching regular education classes may possibly use their class for two of the practicums (working with an individual L.H. or S.H. child), if they have such children in their classes. As with candidates who teach special education, arrangements for the other practicums may be made in their own schools by exchanging with another teacher for the necessary hours. special practicums on the weekends, and committments to completing practicums in other settings during summer.

Following the completion of each practicum, the candidate's supervisor in the practicum should be asked to fill out an evaluation form** and return it to either the candidate's instructor or the candidate him/herself, to give to the instructor. Following the instructor's reading of the evaluation, the form should be attached to the appropriate competency sheet in the candidate's handbook.

It is the candidate's responsibility to record his/her practicums on the enclosed Practicum Record Sheet+ and the Student's Work Record.+ These should be reviewed with the candidate's advisor during the course of the candidate's enrollment in the Specialist Credential Program, and must be reviewed by the advisor prior to recommendation for the credential.

Enjoy your progress through the program!

** The practicum evaluation forms are on the next eight pages. Use one for each practicum.

+ To be found following the practicum evaluation forms.

DOMINICAN
Dominican College of San Rafael, California 94901. (415) 457-4440

DEPARTMENT OF EDUCATION
Class_____
Instructor_____

SPECIAL EDUCATION
PRACTICUM EVALUATION FORM

Date_____

Student_____ Phone (____)_____

Supervisor_____ Placement_____ Phone(____)_____

Dates worked (inclusive)_____ Total hours worked (approx.)_____

Note to supervisor:

This form is to assist with the evaluation and improvement of the performance of students in their work with exceptional individuals. We appreciate your taking the time to complete it. Feel free to discuss this with those students for whom you are responsible if you so desire. Please either have the student return the form to the instructor or mail the form directly to the instructor yourself. Thank you!

Duties

Proficiencies Demonstrated

Proficiences to be Developed

Comments

8/78

_____
Supervisor's Signature

DOMINICAN
Dominican College of San Rafael, California 94901. (415) 457-4440

DEPARTMENT OF EDUCATION
Class _____
Instructor _____

SPECIAL EDUCATION
PRACTICUM EVALUATION FORM

Date _____

Student _____ Phone ( ) _____

Supervisor _____ Placement _____ Phone( ) _____

Dates worked (inclusive) _____ Total hours worked (approx.) _____

Note to supervisor:

This form is to assist with the evaluation and improvement of the performance of students in their work with exceptional individuals. We appreciate your taking the time to complete it. Feel free to discuss this with those students for whom you are responsible if you so desire. Please either have the student return the form to the instructor or mail the form directly to the instructor yourself. Thank you!

Duties

Proficiencies Demonstrated

Proficiences to be Developed

Comments

8/78

_____
Supervisor's Signature

DOMINICAN COLLEGE OF SAN RAFAEL

DEPARTMENT OF EDUCATION

SPECIAL EDUCATION PRACTICUM RECORD SHEET

Learning Handicapped Specialist	Placement/Supervisor	Dates (Inclusive)	Work Done With Class/Group/Individuals			Evaluation In
Self-contained E.H. Class	/	-	☐	☐	☐	☐
Self-contained E.M.R. Class	/	-	☐	☐	☐	☐
Individual E.H. or E.M.R. Child	/	-	☐	☐	☐	☐
Your Choice	/	-	☐	☐	☐	☐
*Severely Handicapped Individuals	/	-	☐	☐	☐	☐
*Physically Handicapped Individuals	/	-	☐	☐	☐	☐
*Communication Handicapped Individuals	/	-	☐	☐	☐	☐
*Gifted	/	-	☐	☐	☐	☐
Severely Handicapped Specialist						
+T.M.R. Individuals	/	-	☐	☐	☐	☐
+Development Ctr Individuals	/	-	☐	☐	☐	☐
+Emotionally Disturbed or Autistic Individuals	/	-	☐	☐	☐	☐
Your Choice	/	-	☐	☐	☐	☐
*Learning Handicapped Individuals	/	-	☐	☐	☐	☐
*Physically Handicapped Individuals	/	-	☐	☐	☐	☐
*Communication Handicapped Individuals	/	-	☐	☐	☐	☐
*Gifted	/	-	☐	☐	☐	☐

* The majority of these should be done in group settings whenever possible.

+ Two of these must be done with self-contained classrooms, the third may be done on an individual basis.

DOMINICAN COLLEGE OF SAN RAFAEL DEPARTMENT OF EDUCATION

SPECIAL EDUCATION STUDENT'S WORK RECORD

NAME _____

PRACTICUM EXPERIENCES WHILE ENROLLED IN SPECIAL EDUCATION PROGRAM:

Dates (Inclusive)	Location	Total Hours	Type of Work	Supervisor
-				
-				
-				
-				
-				
-				
-				
-				
-				
-				

CLASS PROJECTS AND PAPERS WHILE ENROLLED IN SPECIAL EDUCATION PROGRAMS:

Date	Class	Subject	Instructor	Evaluation

REVIEW OF WORK RECORD:

Date	Reviewer	Comments

8/78

GENERIC PROGRAM MATRIX

GENERIC PROGRAM COMPETENCIES	Field Work Observation	Field Work Practicum	COURSE WORK							
			150	151	154	155	156	219	249	258
3.1.1 Behavioral Commonalities	X	X	1,2,3,4	1-5		1,3			1	
3.1.2 Current Assessment Techniques	X	X		6	1-5	3	1,2,3	1-6		
3.1.3 Assessment of Needs	X	X		1-5	1,2,3	1,3	1-4	1-5		
3.2.1 Objectives and Strategies	X	X		1-6	1-8	4,5	1-5	7	4	1,2
3.3.1 Pupil Performance Criteria	X	X			1,3,4,8	3	1,3	1		
3.3.2 Evaluating and Reporting	X	X			1,3,4,6,8		3,4	1-5		1,2
3.3.3 Evaluating Methods, Materials, Techniques	X	X	1,2,3,4	1-6	2,3,4,7,9	3,4	1,3,4	1		1,2,4
3.4.1 Professional Relationships	X	X	5	1-7	5,11	5	5	1,7	5	1,2,3
3.5.1 Legal Knowledge	X								1-6	

Ed. 150 - Observation and Practicum in Special Education
Ed. 151 - Psychology of Exceptional Children
Ed. 154 - Psychoeducational Strategies in Special Education
Ed. 155 - Language Development in Special Education
Ed. 156 - Curriculum Innovation in Special Education
Ed. 219 - Diagnosis and Assessment of Learning Abilities
Ed. 249 - Legal Rights of the Handicapped
Ed. 258 - Counseling and Consultation in Special Education

PROFILE SHEET

NAME_____

REQUIREMENTS FOR GENERIC PROGRAM	Date Completed	Staff Approval
I. OBSERVATION AND PRACTICUM IN SPECIAL EDUCATION		
1. Local education programs		
2. Local vocational programs		
3. Residential programs		
4. Recreational programs		
5. Practicum		
II. PSYCHOLOGY OF THE EXCEPTIONAL CHILD		
1. The severely handicapped child		
2. The learning handicapped child		
3. The communication handicapped child		
4. The physically handicapped child		
5. The gifted child		
6. Current approaches		
7. Practicum		
III. PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION		
1. Behavioral and instructional objectives		
2. Continuous daily measurement		
3. Behavioral project		
4. Instructional project		
5. Self-change project		
6. Application of behavior modification		
7. Instructional aids		
8. Confluent education		
9. Valuing strategies		
10. Practicum		
IV. LANGUAGE DEVELOPMENT IN SPECIAL EDUCATION		
1. Determinants of speech and language acquisition skills		
2. Language observation - Preschool child		
3. Language Case Study		
4. Procedure and Materials		
5. Practicum		

REQUIREMENTS FOR GENERIC PROGRAM	Date Completed	Staff Approval
V. CURRICULUM INNOVATION IN SPECIAL EDUCATION		
1. Curriculum and assessment		
2. Task analysis		
3. In-service training		
4. Curriculum design		
5. Practicum		
VI. DIAGNOSIS AND ASSESSMENT OF LEARNING ABILITIES		
1. Diagnostic team		
2. Diagnostic testing		
3. Diagnostic testing - Presymbolic level		
4. Diagnostic testing - Symbolic level		
5. Diagnostic testing - Conceptual level		
6. Reliability and validity of diagnostic tools		
7. Practicum		
VII. LEGAL RIGHTS OF THE HANDICAPPED		
1. Research Issues		
2. Right to education		
3. Right to treatment		
4. Education Codes - State and Federal		
5. Due Process		
6. Abused and Neglected Children		
7. Advocacy Organizations		
VIII. COUNSELING AND CONSULTATION IN SPECIAL EDUCATION		
1. Counseling approaches		
2. Counseling intervention		
3. In-service workshop		
4. Existing Facilities		

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ED. 150

OBSERVATION AND PRACTICUM IN SPECIAL EDUCATION

1. Local education programs

GOAL: Identify, describe and compare local education programs for exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate shall keep a journal which will include a description of each educational program visited in person. The programs visited will include one or more in each of the following areas: learning handicapped, severely handicapped, communication handicapped, physically handicapped and gifted. The description of <u>each</u> program will include, but not be limited to: 1. population(s) served 2. physical facilities 3. type of program(s) 4. budget and source(s) of financial support 5. staffing 6. philosophy 7. relationship with the community 8. the candidate's <u>subjective</u> evaluation of each 9. family involvement In addition, candidate shall list characteristics observed that demonstrate similarities and differences among the programs.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 150

OBSERVATION AND PRACTICUM IN SPECIAL EDUCATION

2. Local vocational programs

GOAL: Identify, describe and compare local vocational programs for exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate will include in his/her journal a description of each vocational program visited in person. The description of <u>each</u> program will include, but not be limited to: 1. population(s) served 2. physical facilities 3. type of program(s) 4. budget and source(s) of financial support 5. staffing 6. philosophy 7. relationship with the community 8. the candidate's <u>subjective</u> evaluation of each 9. family involvement In addition, the candidate shall list characteristics observed that demonstrate similarities and differences among the programs.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____ Signature(s)_____

See attached information_____

ED. 150

OBSERVATION AND PRACTICUM IN SPECIAL EDUCATION

3. Residential programs

GOAL: Identify, describe and compare local residential programs for exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate shall include in his/her journal a description of each residential program visited in person. The description of <u>each</u> program will include, but not be limited to: 1. population(s) served 2. physical facilities 3. type of program(s) 4. budget and source(s) of financial support 5. staffing 6. philosophy 7. relationship with the community 8. the candidate's <u>subjective</u> evaluation of each 9. family involvement In addition, the candidate shall list characteristics observed that demonstrate similarities and differences among the programs.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 150

OBSERVATION AND PRACTICUM IN SPECIAL EDUCATION

4. Recreational Programs

GOAL: Identify, describe and compare local recreational programs for exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate shall keep a journal which will include a description of at least one recreational program for exceptional individuals. The description of the program will include, but not be limited to: 1. population(s) 2. physical facilities 3. type of program(s) 4. budget and source(s) of financial support 5. staffing 6. philosophy 7. relationship with the community 8. the candidate's subjective evaluation of each 9. family involvement	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 150

OBSERVATION AND PRACTICUM IN SPECIAL EDUCATION

5. Practicum

GOAL: Work effectively in a setting with exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate will work with exceptional individuals for a minimum of forty-five hours. This work will be evaluated by the candidate's immediate supervisor in the field. The evaluation form filled out by the supervisor will be discussed with the candidate by his/her instructor or advisor in order to assist the candidate in changing and/or improving his/her performance with exceptional individuals when appropriate.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____ Signature(s)_____

See attached information_____

ED. 151

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

1. The severely handicapped child

GOAL: Identify and describe the problems of the severely handicapped child in terms of social, emotional, cognitive and educational implications.

OBJECTIVE	ALTERNATIVE
The candidate will, either orally or in writing, present a case study (hypothetical or real) of a severely handicapped child. The presentation will include but not be limited to a discussion of: a. social, emotional and cognitive functioning b. educational implications of the handicapping condition c. various models of educational services available to the severely handicapped child, including: helping teacher; self-contained classroom; therapeutic school; vocational school; residential school; and institutional setting d. architectural modifications necessary to facilitate optimal servicing of the child e. problems associated with stigmatizing and segregating the severely handicapped child f. specifics involved in integrating the severely handicapped child, either part-time or full time, into regular programs g. involvement of the following educational personnel with the child: speech, occupational, recreational and physical therapists; opthamologists and audiologists; psychologists and psychiatrists; principal, teacher and aids; bus drivers and janitors h. involvement of the following personnel from the ecological system outside of education with the child: judges, social workers and recreational directors; medical doctors and dentists; parents	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 151

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

2. The learning handicapped child

GOAL: Identify and describe the problems of the learning handicapped child in terms of social, emotional, cognitive and educational implications.

OBJECTIVE	ALTERNATIVE
The candidate will, either orally or in writing, present a case study (hypothetical or real) of a learning handicapped child. The presentation will include but not be limited to a discussion of: a. social, emotional and cognitive functioning b. educational implications of the handicapping condition c. various models of educational services available to the learning handicapped child, including: diagnostic/ prescriptive teacher; helping teacher; itinerant teacher; resource room; self-contained class; vocational school; and residential school d. architectural modifications necessary to facilitate optimal servicing of the child, including but not limited to: study carrels, small group room and audio and visual outlets e. problems associated with stigmatizing and segregating the learning handicapped child f. specifics involved in integrating the learning handicapped child, either part-time or full time, into regular programs g. involvement of the following educational personnel with the child: speech, occupational, recreational and physical therapists; opthamologists and audiologists; psychologists and psychiatrists; principal, teacher and aides; bus drivers and janitors. h. involvement of the following personnel from the ecological system outside of education with the child: judges, social workers and recreational directors; medical doctors and dentists; parents	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 151

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

3. The communication handicapped child

GOAL: Identify and describe the problems of the communications handicapped child in terms of social, emotional, cognitive and educational implications.

OBJECTIVE	ALTERNATIVE
The candidate will, either orally or in writing, present a case study (hypothetical or real) of a communications handicapped child. The presentation will include but not be limited to a discussion of: a. social, emotional and cognitive functioning b. educational implications of the handicapping condition c. various models of educational services available to the communication handicapped child, including: diagnostic/prescriptive teacher; helping teacher; itinerant teacher; resource room; self-contained class; vocational school; and residential school d. architectural modifications necessary to facilitate optimal servicing of the child e. problems associated with stigmatizing and segregating the communication handicapped child f. specifics involved in integrating the communication handicapped child, either part or full time, into regular programs g. involvement of the following educational personnel with the child: speech, occupational, recreational and physical therapists; opthamologists and audiologists; psychologists and psychiatrists; principal, teacher and aides; bus drivers and janitors h. involvement of the following personnel from the ecological system outside of education with the child: judges, social workers and recreational directors; medical doctors and dentists; parents	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____ Signature(s)_____

See attached information_____

ED. 151

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

4. The physically handicapped child

GOAL: Identify and describe the problems of the physically handicapped child in terms of social, emotional, cognitive and educational implications

OBJECTIVE	ALTERNATIVE
The candidate will, either orally or in writing, present a case study (hypothetical or real) of a physically handicapped child. The presentation will include but not be limited to a discussion of: a. social, emotional and cognitive functioning b. educational implications of the handicapping condition c. various models of educational services available to the physically handicapped child, including: diagnostic/prescriptive teacher; resource room; therapeutic school; vocational school; residential school; and institutional setting d. architectural modifications necessary to facilitate optimal servicing of the child e. problems associated with stigmatizing and segregating the physically handicapped child f. specifics involved in integrating the physically handicapped child, either part-time or full time, into regular programs g. involvement of the following educational personnel with the child: speech, occupational, recreational and physical therapists; opthamologists and audiologists; psychologists and psychiatrists; principal, teacher and aides; bus drivers and janitors h. involvement of the following personnel from the ecological system outside of education with the child: judges, social workers and recreational directors; medical doctors and dentists; parents	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 151

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

5. The gifted child

GOAL: Identify and describe the problems of the gifted child in terms of social, emotional, cognitive and educational implications.

OBJECTIVE	ALTERNATIVE
The candidate will, either orally or in writing, present a case study (hypothetical or real) of a gifted child. The presentation will include but not be limited to a discussion of: a. social, emotional and cognitive functioning b. educational implications of increased learning capabilities c. various models of educational services available to the gifted child, including: itinerant teacher; resource room; self-contained class; extra-curricular enrichment program; and special school d. problems associated with stigmatizing and segregating the gifted child e. involvement of the following personnel with the child: speech therapists; opthamologists and audiologists; psychologists and psychiatrists; principal, teacher and aides; medical doctors; and parents	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 151

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

6. Current approaches

GOAL: Describe the current educational and instructional approaches appropriate for exceptional students.

OBJECTIVE	ALTERNATIVE
The candidate will describe in writing the important components of the following educational and instructional approaches for exceptional children: a. psychodynamic b. psycho-educational c. developmental d. behavioral e. ecological The description shall include, but not be limited to: 1. the theory behind the program; 2. implementation of the program; and 3. the types of exceptionality which each program is geared to service.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____ Signature(s)_____

See attached information_____

ED. 151

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

7. Practicum

GOAL: Work effectively in a setting with exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate will work with exceptional individuals for a minimum of forty-five hours. This work will be evaluated by the candidate's immediate supervisor in the field. The evaluation form filled out by the supervisor will be discussed with the candidate by his/her instructor or advisor in order to assist the candidate in changing and/or improving his/her performance with exceptional individuals when appropriate.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____ Signature(s)_____

See attached information_____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

1. Behavioral and instructional objectives

GOAL: Write behavioral and instructional objectives for specific goals.

OBJECTIVE	ALTERNATIVE
For each of the five types of exceptionality (severely handicapped, learning handicapped, physically handicapped, communication handicapped and gifted) the candidate will write, in an I.E.P. format: a. one instructional objective for a specified educational task. Each objective will contain all the necessary elements of a correct objective; and b. one behavioral objective (according to Mager's format) for specified behavioral goals. The candidate will also critique and rewrite if necessary any behavioral or instructional objectives presented to him/her.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

2. Continuous daily measurement

GOAL: Describe the rationale and the principles involved in a continuous daily measurement procedure such as precision teaching.

OBJECTIVE	ALTERNATIVE
The candidate will present in a discussion the reasons for utilizing a continuous daily measurement procedure. The candidate will also list and describe the necessary steps and principles required to undertake correctly such a continuous daily measurement procedure.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

3. Behavioral Project

GOAL: Plan, implement and evaluate the application of behavior modification techniques toward a specific behavioral goal for an exceptional individual.

OBJECTIVE	ALTERNATIVE
The candidate will: a. write an appropriate behavioral objective for an exceptional individual with whom the candidate is working, and discuss its implementation with reference to pairing, shaping, timing and scheduling; b. chart the daily behavioral performance of the exceptional individual for at least three weeks; c. evaluate in writing the individual's progress toward the stated goal, the efficacy of the techniques used and the candidate's own reaction to the project.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

4. Instructional project

GOAL: Plan, implement and evaluate the application of behavior modification techniques toward a specific academic goal for an exceptional individual.

OBJECTIVE	ALTERNATIVE
The candidate will: a. write an appropriate instructional objective for an exceptional individual with whom the candidate is working and discuss its implementation with reference to pairing, shaping, timing and scheduling; b. chart the daily performance of the exceptional individual for at least three weeks; c. evaluate in writing the individual's progress toward the stated goal, the efficacy of the techniques used and the candidate's own reaction to the project.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information _____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

5. Self-change project

GOAL: Utilize a continuous daily measurement procedure to evaluate personal progress toward a specific behavioral goal.

OBJECTIVE	ALTERNATIVE
The candidate will: a. write an objective to improve his/her own behavior and discuss planned interventions including reinforcement; b. will chart his/her own progress over the duration of the semester utilizing a continuous daily measurement procedure and will discuss the results of the project; c. evaluate the project in writing.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

6. Application of behavior modification

GOAL: Describe the rationale, principles and appropriate application of behavior modification in use with exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate will: a. list and give examples of each of the principles of behavior modification; b. describe in writing appropriate techniques for accelerating or decelerating behavior of exceptional individuals; and c. list and discuss five reasons for and three reasons against the use of behavior modification with exceptional individuals.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

7. Instructional aids

GOAL: Design instructional aids for exceptional individuals based on behavioral principles.

OBJECTIVE	ALTERNATIVE
The candidate will design at least one original reinforcement menu, one bonus card and one contract card that are consonant with behavioral principles. These materials will be appropriate for specific exceptional individuals and will be used with them. The candidate shall make a brief report, orally or in writing, as to their efficacy.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

8. Confluent education

GOAL: Describe the rationale and techniques involved in confluent education.

OBJECTIVE	ALTERNATIVE
The candidate will: a. describe in writing the basic philosophy of confluent education; b. design an original confluent education technique appropriate to a group of exceptional individuals.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

9. Valuing strategies

GOAL: Describe valuing strategies and how they can be utilized with exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate shall: a. Discuss the various valuing strategies as developed by Simon; b. design an original valuing strategy to be utilized with exceptional individuals.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information _____

ED. 154

PSYCHOEDUCATIONAL STRATEGIES IN SPECIAL EDUCATION

10. Practicum

GOAL: Work with exceptional individuals in an educational setting utilizing principles of instructional strategies.

OBJECTIVE	ALTERNATIVE
The candidate shall work for a minimum of forty-five hours with exceptional individuals in an educational setting that utilizes instructional objectives, continuous daily measurement and behavior modification. The candidate will be evaluated by his/her immediate supervisor in the field. The evaluation form filled out by the field supervisor will be discussed with the candidate's instructor or advisor in order to assist the candidate in improving and/or changing his/her performance when appropriate.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information _____

ED. 155

LANGUAGE DEVELOPMENT IN SPECIAL EDUCATION

1. Determinants of speech and language acquisition skills

GOAL: Demonstrate a basic knowledge of various determinants of speech and language skills.

OBJECTIVE	ALTERNATIVE
The candidate will relate in writing the basic: intellectual emotional physical and cultural factors which influence the development of speech and language skills.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 155

LANGUAGE DEVELOPMENT IN SPECIAL EDUCATION

2. Language Observation - Pre-school child

GOAL: Demonstrate a knowledge of normal speech and language development.

OBJECTIVE	ALTERNATIVE
The candidate will complete an informal observation and prepare a written description of a "typical" pre-school child's vocabulary, sentence structure, articulation, and rate/rhythm of speech.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 155

LANGUAGE DEVELOPMENT IN SPECIAL EDUCATION

3. Language Case Study

GOAL: Demonstrate a familiarity with procedures and materials used to identify communicative disorders.

OBJECTIVE	ALTERNATIVE
The candidate will complete a speech and language study of an exceptional individual, previously diagnosed as communicatively impaired, using assessment materials such as the following: 1. Peabody Picture Vocabulary Test 2. ITPA subtests 3. Northwestern Syntax Screening Test 4. "Teacher-made" articulation screening test 5. Wepman Test of Auditory Discrimination The candidate will report the results of the testing in writing and will include the following information: 1. receptive language skills as related to normative data 2. expressive language skills as related to normative data 3. associative language skills in relation to normative data 4. articulation skills in relation to normative data 5. voice skills in relation to normative data 6. rhythm and rate skills as related to normative data 7. summary statement describing the child's primary communication needs 8. assignment of goals for a possible speech and language program including any referrals required.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 155

LANGUAGE DEVELOPMENT IN SPECIAL EDUCATION

4. Procedures and materials

GOAL: Be familiar with procedures and materials to facilitate speech and language development in the classroom.

OBJECTIVE	ALTERNATIVE
The candidate will design a "teacher-made" therapy tool to improve and develop the speech and language skills of the exceptional individual who was the subject of his/her language case study. The candidate will prepare a written discussion of a speech/language stimulation session utilizing the "teacher-made" materials including specific goals, procedures, results, and evaluation. The candidate will assign appropriate goals for the next hypothetical session. The candidate will also specify how at least two commercially available materials could serve the same function as the "teacher-made" tool.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 155

LANGUAGE DEVELOPMENT IN SPECIAL EDUCATION

5. Practicum

GOAL: Work effectively with exceptional individuals emphasizing language development techniques.

OBJECTIVE	ALTERNATIVE
The candidate will work with exceptional individuals having communicative disorders for a minimum of 45 hours in an educational setting offering opportunities to utilize language development techniques. The work will be evaluated by the candidate's immediate supervisor in the field, a credentialed speech and language specialist. The evaluation form filled out by the supervisor will be discussed with the candidate in order to assist the candidate in improving and/or changing his/her performance with exceptional individuals when appropriate.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 156

CURRICULUM INNOVATION IN SPECIAL EDUCATION

1. Curriculum and assessment

GOAL: Plan a curricular program that is consistent with assessment results.

OBJECTIVE	ALTERNATIVE
a. Given four evaluations: - one for severely handicapped, C.A. birth through ten - one for learning handicapped, C.A. birth through ten - one for severely handicapped, C.A. ten through adult - one for learning handicapped, C.A. ten through adult The candidate will write performance objectives for the exceptional individuals' areas of weaknesses, and plan a remediation and curricular program around each assessment. The candidate will write performance objectives for the exceptional individuals' areas of weaknesses, and plan a remediation and curricular program around each assessment. b. Using either a real or hypothetical child, the candidate will: 1. provide data from formal or informal testing 2. chart the patterns of strengths and weaknesses and 3. plan a remedial and curricular program around the assessment.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 156

CURRICULUM INNOVATION IN SPECIAL EDUCATION

2. Task analysis

GOAL: Demonstrate ability to task analyze curricular instruction to meet the needs of exceptional individuals.

OBJECTIVE	ALTERNATIVE
Given a description of a particular exceptional individual which includes assessment data, the candidate will develop a sequential progression of skills necessary for one of the following academic areas: a. reading b. arithmetic c. written composition	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 156

CURRICULUM INNOVATION IN SPECIAL EDUCATION

3. In-Service Training in Curriculum

GOAL: Demonstrate ability to train others in the curriculum for learning handicapped and severely handicapped individuals.

OBJECTIVE	ALTERNATIVE
Given a topic related to a curricular area, the candidate will design and carry out an in-service training in curricular materials appropriate for learning handicapped and severely handicapped individuals.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 156

CURRICULUM INNOVATION IN SPECIAL EDUCATION

4. Curriculum design

GOAL: Demonstrate the ability to select appropriate commercially-made and "teacher-made" curriculum materials for use in a variety of program structures within a single classroom.

OBJECTIVE	ALTERNATIVE
The candidate will design a complete educational program for a real or hypothetical class composed of individuals with different patterns of learning strengths and weaknesses. The curriculum design will include: a. a description of $3000.00 worth of commerically-available curricular materials to be ordered for all academic areas including reading, arithmetic, written composition, motor skills, perceptual skills, behavioral organization and/or pupil management, and social studies. b. a description of $500.00 worth of commerically available and "teacher-made" materials to be ordered and made for all academic areas. c. a discussion of specific organizational routines to be established for both programs, including: 1. academic curricular scheduling 2. use of aids and volunteers 3. architectural considerations 4. behavioral and performance control systems 5. assessment systems and 6. affective needs.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 156

CURRICULAR INNOVATION IN SPECIAL EDUCATION

5. Practicum

GOAL: Work effectively with exceptional children emphasizing curriculum

OBJECTIVE	ALTERNATIVE
The candidate shall work with exceptional individuals for a minimum of forty-five hours in an educational setting offering opportunities to utilize curriculum techniques. The work will be evaluated by the candidate's immediate supervisor in the field. The evaluation form filled out by the field supervisor will be discussed with the candidate in order to assist the candidate in improving and/or changing his/her performance with exceptional children when appropriate.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 219

DIAGNOSIS AND ASSESSMENT OF LEARNING ABILITIES

1. Diagnostic team

GOAL: Work as a member of a diagnostic team in selecting and interpreting appropriate testing materials for use with exceptional individuals.

OBJECTIVE	ALTERNATIVE
a. Given at least four anonymous psycho-educational evaluations: - one for severely handicapped, C.A. birth through ten - one for learning handicapped, C.A. birth through ten - one for severely handicapped, C.A. ten through adult - one for learning handicapped, C.A. ten through adult The candidate will: a. discuss relevant physical, emotional, cultural and intellectual variables; b. chart patterns of strengths and weaknesses; c. discuss discrepancies in perceptual, motor, social and language development; d. discuss findings and implications which would have relevance for the child's teacher; and e. discuss the strengths and weaknesses of the psycho-educational evaluation, including selection and reliability of the tests, testing environment and any other additional information.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 219

DIAGNOSIS AND ASSESSMENT OF LEARNING ABILITIES

2. Diagnostic testing--Perception

GOAL: Administer, score and interpret formal and informal diagnostic tests in the area of perception to an exceptional individual.

OBJECTIVE	ALTERNATIVE
The candidate will: a. select and administer at least three standardized diagnostic tools to an exceptional individual. Examples are: 1. Illinois Test of Psycholinguistic Abilities 2. Peabody Picture Vocabulary 3. Developmental Test of Visual Motor Integration 4. Frostig Developmental Test of Visual Perception 5. Wide Range Achievement Test 6. Spache Diagnostic Reading Scales 7. Detroit Tests of Learning Abilities 8. Purdue Perceptual Motor Survey 9. Picture Story Language Test 10. Use of developmental guidelines b. design and administer at least one "teacher-made" informal diagnostic tool; c. chart patterns of strengths and weaknesses; d. describe in writing the subject's performance, including discrepancies in perceptual, motor, social and language development; and e. discuss the subject's scores in relation to the tests' norms and reliability.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 219

DIAGNOSIS AND ASSESSMENT OF LEARNING ABILITIES

3. Diagnostic testing--Pre-Symbolic Level

GOAL: Administer, score and interpret formal and informal diagnostic tests in the area of perception to an exceptional individual.

OBJECTIVE	ALTERNATIVE
The candidate will: a. select and administer the following diagnostic tools to an exceptional individual: 1. Wepman Auditory Discrimination Test 2. Clymer-Barrett Pre-Reading Inventory 3. Motor Free Visual Perception Test 4. Detroit Tests of Learning Aptitude 5. Illinois Test of Psycholinguistic Abilities 6. Gordon Left-Right Reversal Test 7. Beery Test of Visual Motor Integration 8. Purdue Perceptual Motor Survey 9. Bruininks-Oseretsky Test of Motor Proficiency 10. Use of Developmental Guidelines b. design and administer at least one "teacher-made" informal diagnostic tool; c. chart patterns of strengths and weaknesses; d. describe in writing the subject's performance, including discrepancies in perceptual, motor, social and language development; and e. discuss the subject's scores in relation to the tests' norms and reliability.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 219

DIAGNOSIS AND ASSESSMENT OF LEARNING ABILITIES

4. Diagnostic Testing--Symbolic Level

GOAL: Administer, score and interpret formal and informal tests in the rote academic areas to an exceptional individual.

OBJECTIVE	ALTERNATIVE
The candidate will: a. select and administer the following diagnostic tools to an exceptional individual: 1. Operational Assessment Tool - OAT Reading, Spelling, Math 2. Woodcock Reading Mastery Tests 3. Wide Range Achievement Test Reading, Spelling, Math 4. Key Math Test 5. Peabody Individual Achievement Test 6. Northwestern Syntax (expressive) 7. Illinois Test of Psycholinguistic Abilities Grammatic Closure 8. Picture Story Language Test 9. Essentials of English Test b. design and administer at least one "teacher-made" informal diagnostic tool; c. chart patterns of strengths and weaknesses; d. describe in writing the subject's performance, including discrepancies in perceptual, motor, social and language development; and e. discuss the subject's scores in relation to the tests' norms and reliability.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 219

DIAGNOSIS AND ASSESSMENT OF LEARNING ABILITIES

5. Diagnostic Testing--Conceptual Level

GOAL: Administer, score and interpret formal and informal tests at the conceptual level to an exceptional individual.

OBJECTIVE	ALTERNATIVE
The candidate will: a. select and administer the following diagnostic tools to an exceptional individual: 1. Peabody Picture Vocabulary Test 2. Illinois Test of Psycholinguistic Abilities 3. Detroit Tests of Learning Aptitude 4. Woodcock Reading Mastery Tests 5. Spache Diagnostic Reading Scales 6. Picture Story Language Test b. design and administer at least one "teacher-made" informal diagnostic tool; c. chart patterns of strengths and weaknesses; d. describe in writing the subject's performance, including discrepancies in perceptual, motor, social and language development; and e. discuss the subject's scores in relation to the tests' norms and reliability.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 219

DIAGNOSIS AND ASSESSMENT OF LEARNING ABILITIES

6. Reliability and validity of diagnostic tools

GOAL: Be knowledgeable of terms relating to assessment techniques.

OBJECTIVE	ALTERNATIVE
The candidate will: a. define in writing: test reliability, validity, sample, mean, standard deviation and standardization; and b. administer his/her "teacher-made" informal diagnostic tool to a sample of at least six non-exceptional subjects. He/she will then administer a commerically available test that assesses the same ability to the same six subjects and report the findings orally or in writing.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

Date of completion_____Signature(s)_____

See attached information_____

ED. 219

DIAGNOSIS AND ASSESSMENT OF LEARNING ABILITIES

7. Practicum

GOAL: Work effectively in a setting with exceptional individuals. Observe conferences with parents and teachers regarding evaluation results.

OBJECTIVE	ALTERNATIVE
The candidate will work for a minimum of forty hours with exceptional children in an educational setting offering opportunities to utilize diagnostic and assessment techniques. The candidate will observe a minimum of five staffings for an exceptional child after evaluation. The work will be evaluated by the candidate's immediate supervisor in the field. The evaluation form filled out by the field supervisor will be discussed with the candidate by his/her instructor or advisor in order to assist the candidate in changing or improving his/her performance with exceptional individuals when appropriate.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 249

LEGAL RIGHTS OF THE HANDICAPPED

1. Research issues

GOAL: Research issues relevant to the rights of exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate shall use the resources of a legal library to gain necessary information in order to cite precedents and issues relevant to obtaining legal rights for exceptional individuals. The information gathered at the legal library may be presented orally or in writing.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 249

LEGAL RIGHTS OF THE HANDICAPPED

2. Right to education

GOAL: Understand and explain the implication of the legal concept of the "right to education."

OBJECTIVE	ALTERNATIVE
The candidate will cite, in writing, the precedents for establishing the "right to education" for exceptional children. In addition, the candidate will describe orally or in writing the rights of children with relation to diagnosis and program placement. Included in the description will be a definition of the "least restrictive environment."	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 249

LEGAL RIGHTS OF THE HANDICAPPED

3. Right to treatment

GOAL: Understand and explain the implications of the legal concept of the "right to treatment."

OBJECTIVE	ALTERNATIVE
The candidate will cite, in writing, the precedents for establishing the "right to treatment" for exceptional individuals.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 249

LEGAL RIGHTS OF THE HANDICAPPED

4. Education Codes - State and Federal

GOAL: Utilize the Education Codes to determine the educational rights of exceptional students.

OBJECTIVE	ALTERNATIVE
The candidate will present, in writing, current Code requirements for the education of exceptional children in one area of interest. The presentation shall include exact location of the requirements in the Education Code and in Title V of the California Administrative Code, as well as an interpretation of these requirements. The candidate will also list at least ten salient points of the California Master Plan for Special Education (AB 1250). In addition, the candidate will list at least five salient points of P.L. 94-142. One of these points shall be about children's rights and the candidate will list those nine rights.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 249

LEGAL RIGHTS OF THE HANDICAPPED

5. Due Process

GOAL: Identify steps in assuring due process.

OBJECTIVE	ALTERNATIVE
Given a case study, the candidate will present the steps the case would follow from the "initial referral stage" through the "State-level appeal stage."	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 249

LEGAL RIGHTS OF THE HANDICAPPED

6. Abused and Neglected Children

GOAL: Differentiate between the characteristics and rights of abused and neglected children.

OBJECTIVE	ALTERNATIVE
The candidate will define in legal terms an abused child and a neglected child. In addition, the candidate will list the legal steps in identifying each condition, and the procedures of legal recourse that public agencies have in their efforts to deal with the problems of abused and neglected children.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 249

LEGAL RIGHTS OF THE HANDICAPPED

7. Advocacy Organizations

GOAL: Identify advocacy organizations involved in legislative improvement and change for exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate will describe in writing at least two of the various organizations inolved in seeking legislative change for exceptional individuals. The description shall include the name of the organization, its make-up and its operation.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 258

COUNSELING AND CONSULTATION IN SPECIAL EDUCATION

1. Counseling approaches

GOAL: Knowledge of basic counseling techniques appropriate to use as a teacher.

OBJECTIVE	ALTERNATIVE
The candidate shall describe in writing two basic approaches to counseling that are applicable for use by someone other than a counselor.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____

ED. 258

COUNSELING AND CONSULTATION IN SPECIAL EDUCATION

2. Counseling intervention

GOAL: Application of basic counseling techniques.

OBJECTIVE	ALTERNATIVE
The candidate shall: a. choose and apply one approach to counseling in a direct counseling intervention with the family of an exceptional individual; b. present a written report of the family counseling intervention and include in it a discussion of the various problems confronting the families of exceptional individuals that might require counseling intervention.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 258

COUNSELING AND CONSULTATION IN SPECIAL EDUCATION

3. In-service workshop

GOAL: Conduct in-service workshops for administrators, parents, teachers, aides and other ancillary personnel.

OBJECTIVE	ALTERNATIVE
The candidate will plan and conduct an in-service workshop for persons involved in the education of exceptional children. The candidate's performance will be evaluated by the members of the workshop and by a faculty member who attends the workshop.	

OBJECTIVE VERIFIED BY: Project___ Paper___ Class presentation___
Exam___ Field work___ Discussion___ Class session___ Audio/video___
On-site visitation___ Other_____

Comments:_____

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Date of completion_____ Signature(s)_____

See attached information_____

ED. 258

COUNSELING AND CONSULTATION IN SPECIAL EDUCATION

4. Existing facilities

GOAL: Identify existing community facilities and programs for exceptional individuals.

OBJECTIVE	ALTERNATIVE
The candidate will compile a list of resource people and facilities appropriate for the needs of an exceptional individual and his/her family. The exceptional individual and family shall be those with whom the candidate worked in applying counseling techniques. The list will include, but not be limited to: facilities, contact people, cost, etc.	

OBJECTIVE VERIFIED BY: Project____ Paper____ Class presentation____
Exam____ Field work____ Discussion____ Class session____ Audio/video____
On-site visitation____ Other_____

Comments:_____

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Date of completion_____Signature(s)_____

See attached information_____